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ABSTRACT

This study examined the degree and dimensions of professional satisfaction among a large, nationally-representative sample of practicing counselors. The objectives of the study included estimating the distribution of global professional satisfaction among practicing counselors; examining the relationships between counselors' global professional satisfaction and demographics and experiential/situational factors; and examining the validity and applicability of Herzberg's Motivator-Hygiene Theory of job satisfaction to the role of professional counselor. Data were collected in a nationwide sample survey of 742 practicing counselors. Findings revealed that: (1) global professional satisfaction among counselors was substantially higher than among employed persons generally; (2) far more school counselors prepared in counseling graduate programs or psychology graduate programs were highly satisfied with their profession than were school counselors prepared in other graduate programs (such as social work or education); (3) far more male counselors who worked in specialties other than school counseling were highly satisfied with their profession than were male school counselors or female counselors, regardless of work setting; and (4) Herzberg's Motivator-Hygiene Theory did not explain the dimensions of professional satisfaction and dissatisfaction of practicing counselors. Results imply that effective preparation of professional counselors requires that they be realistically informed about the contexts and major tasks their jobs are likely to impose. Twenty-two references and four figures are included. (Author/ABL)

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PROFESSIONAL SATISFACTION AND DISSATISFACTION AMONG PRACTICING COUNSELORS: IMPLICATIONS FOR COUNSELOR EDUCATION

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Abstract

This study examined the degree and dimensions of professional satisfaction among a large, nationally-representative sample of practicing counselors. The objectives of the study included (1) estimating the distribution of global professional satisfaction among practicing counselors, (2) examining the relationships between counselors' global professional satisfaction and such demographic and experiential/situational factors as the their gender, ethnicity, work setting, level of highest degree, and major field of study in their highest degree program, and (3) examining the validity and applicability of Herzberg's Motivator-Hygiene Theory of job satisfaction to the role of professional counselor. Data were collected in a nationwide sample survey of 742 practicing counselors. Findings included: (1) Global professional satisfaction among counselors was substantially higher than among employed persons generally, (2) far more school counselors prepared in counseling graduate programs or psychology graduate programs were highly satisfied with their profession than were school counselors prepared in other graduate programs (such as social work or education), (3) far more male counselors who worked in specialties other than school counseling were highly satisfied with their profession than were male school counselors or female counselors, regardless of work setting, and (4) Herzberg's Motivator-Hygiene Theory did not explain the dimensions of professional satisfaction and dissatisfaction of practicing counselors. Implications for counselor education are discussed.

Background

This study examined the degree, correlates, and dimensions of professional satisfaction and dissatisfaction among a large, nationally-representative sample of practicing counselors. The objectives of the study were to (1) estimate the distribution of global professional satisfaction among practicing counselors and to compare that distribution to a parallel distribution of job satisfaction resulting from a nationwide longitudinal study of employed persons conducted by the U. S. Bureau of the Census for the U. S. Department of Labor during the decade beginning in 1966 and to distributions resulting from the General Social Surveys (Davis & Smith, 1987) conducted from 1972 to 1987; (2) determine whether counselors' global professional satisfaction was related to such demographic and experiential/situational factors as their gender, their ethnicity, the extensiveness of their formal education, their major field of study in pursuit of their highest degree, and their counseling specialty (with particular attention to the contextual independence of counselors' job roles); and (3) examine the validity and applicability of Herzberg's (1957, 1966, 1968) Motivator-Hygiene Theory of job satisfaction and dissatisfaction to the role of practicing counselor, by examining the relative intensities of counselors' reported dimensions of professional satisfaction and dissatisfaction. Herzberg's theory suggests that the relative valence of hygiene factors in determining counselors' dissatisfaction with their roles should be lower for counselors with greater opportunity to structure their work environment (such as counselors in private clinical practice) than for counselors with less opportunity to determine their work structure (e.g., school counselors).

The objectives of this study were both practical and theoretical. Among practical objectives were an implicit examination of the effectiveness of programs of preparation for professional counselors in selecting and retaining students who are

later satisfied with their career choices. In addition, we sought information that might assist faculty and administrators of professional counselor preparation programs in identifying students who are most likely to be satisfied with their career choices and in advising selected students about the elements of counseling practice they are most likely to find satisfying and aversive.

Our theoretical objective was to test the applicability of a widely cited model of job satisfaction to the role of professional counselor. Herzberg (1957, 1966, 1968) posits that job satisfaction and dissatisfaction are unipolar composites of largely disparate factors, rather than composites of bipolar dimensions. He further suggests that factors implicit in the job (which he terms "motivators") largely determine job satisfaction, whereas extrinsic and contextual factors less closely related to the objectives of work (which he terms "hygienes") largely determine job dissatisfaction. We expected professional counselors to be somewhat different from other employed persons in their degree of global professional satisfaction and in the relative valence of components of their professional roles and work-settings in determining their professional satisfaction and dissatisfaction. The ethos of counseling, as one of the helping professions, would suggest that such factors as achievement of success (e.g., success in helping clients) and the nature of the work itself (e.g., engaging in a helping relationship) would more strongly influence counselors' professional satisfaction than would be the case for most other occupations. We further expected to find that the components of counselors' work settings would be less influential determiners of professional dissatisfaction among counselors with greater opportunity to control the conditions of their work (such as counselors in private practice).

A number of studies of counselors' satisfaction have been conducted in the past 20 years. However, comparison of the results of these studies to the current study is limited by several factors. These factors relate primarily to the composition of the samples used or the manner in which responses were elicited in prior studies. Most

previous studies of professional satisfaction among helping professionals presumed dimensions of satisfaction by using closed-option, alternate-choice questionnaires (cf., Holmes, Verrier & Chisholm, 1983). Many used commercially prepared closed-option, alternate-choice inventories of job satisfaction which addressed respondents' satisfaction with various aspects of their work rather than their overall satisfaction. Examples include the Job Dimensions Blank (Murphy & Fraser, 1978), the Job Satisfaction Inventory (Hansen, 1967), the Job Descriptive Index (Frank, Cosey, Angevine & Cardone, 1985) , and the Minnesota Satisfaction Questionnaire, which infers level of job satisfaction from responses concerning sources of work reinforcement, such as advancement (Anderson, Hohenshil & Brown, 1984; Solly & Hohenshil, 1986; Coleman, 1983). The construct defined by the term "job satisfaction" or "professional satisfaction" would vary between such differing methods of assessment. The prior studies were also more restricted than the current study in the populations of helping professionals they assessed, in that their populations were limited to a single professional role (such as school counselor) or to geographic regions or individual states. For example, the surveys conducted by Anderson, Hohenshil and Brown (1984) dealt only with school counselors who were members of a particular professional organization. Many of the prior studies dealt only with school counselors in a single state, such as those reported by Clair, Kerfoot and Klausmeier (1972), Dietz (1972), Coleman (1984), Ehly and Reimers (1986), Frank, Cosey, Angevine and Cardone (1985), Hansen (1967), Jerrell (1984), and Solly and Hohenshil (1986). Others dealt only with subspecialties within counseling (Frank, Cosey & Cardone, 1985). The current study contrasts with previous research in its use of an open-ended response format and its focus on a nationally representative sample of counselors in a variety of counseling specialties.

Methodology and Data Source

Data were collected through a survey, conducted by mail, with a geographically stratified, nationally-representative sample of 742 practicing counselors who had been certified by the National Board for Certified Counselors during the years 1983-1985. Potential respondents were sampled from a target population of 13,230 certified counselors either residing in the United States or reachable through the military APO mail system. Information on professional satisfaction and dissatisfaction was collected in conjunction with a survey concerning the job relevance of the National Board for Certified Counselors Examination, as described in Jaeger and Frye (1988).

Sampling Design and Resulting Estimation Precision

The survey sample was designed to provide estimates of population proportions within plus or minus 0.05 with 95 percent confidence. Bias errors were controlled through the application of rigorous follow-up procedures that ultimately provided a response rate of 72.4 percent for selected-response questions and 67.1 percent for constructed-response questions concerning professional satisfaction and dissatisfaction. Post-hoc analyses against known characteristics of the target population confirmed the representativeness of the sample of respondents on such variables as gender, ethnicity, level of education, and geographic location. Computation of 95 percent confidence intervals on proportions of counselors reporting various job specialties, levels of education, and graduate education majors confirmed that desired levels of estimation precision were achieved.

Instrumentation

In addition to completing selected-response questions on work setting, level of education, ethnicity, and graduate major field, respondents provided narrative statements in response to the stimuli:

"Please describe your level of satisfaction with your choice of counseling as a profession."

"What is the most satisfying aspect of your work as a counselor; i.e., what gives you the greatest satisfaction?"

and

"What is the least satisfying aspect of your work as a counselor; i.e., what gives you the least satisfaction?".

These questions followed 118 five-option questions concerning the job relevance of various types of knowledge assessed by the National Board for Certified Counselors Examination.

Respondents were directed to an 8.5-inch by 3-inch area for writing a response to each question, and were encouraged to append additional sheets if they needed more space for writing their responses. Response areas were on the back of an optically scannable form used to record responses to closed-option survey questions.

Coding of Narrative Responses

Narrative responses were coded jointly by the principal investigators, following the construction of coding frames for global professional satisfaction and various dimensions of professional satisfaction and dissatisfaction corresponding to (1) the National Longitudinal Study (Andrisani, 1978); (2) the General Social Surveys (Davis & Smith, 1987); (3) Herzberg's Motivator-Hygiene Theory of professional satisfaction (Herzberg, 1957, 1966, 1968); and (4) although not used in analyses described here,

Locke's event-agent schema for the representation of professional satisfaction and dissatisfaction (Locke, 1983).

Codes used to classify levels of global professional satisfaction were: "Like counseling very much," "Like counseling fairly well," "Dislike counseling somewhat," and "Dislike counseling very much." These codes were regarded as being respectively comparable to "Very satisfied," "Somewhat satisfied," "Somewhat dissatisfied," and "Very dissatisfied."

Herzberg (1957, 1966, 1968) terms factors that contribute to professional satisfaction "motivators," and factors that contribute to professional dissatisfaction "hygienes." He posits that motivators are factors that are implicit in the work associated with a job or profession, and that hygienes are factors that are associated with the conditions of work. Herzberg's list of motivators and hygienes was used as one basis for coding respondents' narrative statements on the most satisfying and least satisfying aspects of their work. Herzberg's motivators are labeled "Achievement," "Advancement," "Growth," "Recognition," "Responsibility, and "Work Itself." His hygienes are labeled "Company Policies and Administration," "Personal Life," "Relationships with Peers," "Relationships with Subordinates," "Relationships with Supervisor," "Salary," "Security," "Status," "Supervision," and "Work Conditions."

Definitions of these dimensions are provided in Herzberg (1966).

Data Analysis

The distribution of global professional satisfaction of all responding counselors was computed; relationships among the structure of counselors' backgrounds and work settings and the distribution of their global professional satisfaction were examined; and the validity and applicability of Herzberg's (1957, 1966, 1968) Motivator-Hygiene Theory of job satisfaction and dissatisfaction to the role of practicing counselor was examined, by using the Frequencies, Crosstabulations, and Log-Linear

procedures of the Statistical Package for the Social Sciences (Nie and Hull, 1988). The Frequencies procedure was used to construct distributions of global satisfaction and to compute the relative frequencies with which respondents identified each of Herzberg's (1966) dimensions of professional satisfaction and dissatisfaction in their responses to questions concerning the most satisfying and least satisfying aspects of their work. The Crosstabulations procedure was used to examine relationships among the structure of counselors' backgrounds and work settings and the distribution of their global professional satisfaction.

Logit-model analyses of the relative contributions of counseling specialty, level of education, graduate college major, ethnicity, and gender to the prediction of level of global professional satisfaction were conducted with the Loglinear procedure of SPSS-X. A saturated model, containing all possible main effects and interactions among categorical predictors was examined first. Predictors with statistically non-significant ($p > 0.10$) log-linear coefficients were then eliminated hierarchically, omitting higher-order interaction terms first. At each stage of the analysis, the reduction in model fit attendant to the elimination of one or more predictive factors was tested for statistical significance. The most parsimonious model that did not produce a statistically significant chi-square index of lack of fit ($p < 0.35$) was retained as the appropriate model.

Following identification of an appropriate logit model, expected odds comparing expected frequencies in a category defined as "Very satisfied" and a category defined as "Less than very satisfied" were computed for each combination of predictor levels.

Results and Discussion

Global Professional Satisfaction

Content analysis of respondents' reported levels of global professional satisfaction revealed that 72.5 percent of counselors consider themselves to be very satisfied with their choice of profession, 21.6 percent report that they are somewhat satisfied, 4.6 percent report that they are somewhat dissatisfied, and 1 percent report that they are very dissatisfied. These rates compare favorably with rates of job satisfaction reported by Andrisani (1978) and Davis and Smith (1987) for nationally-representative samples of employed persons. In the national longitudinal survey (Andrisani,1978) only 47.4 to 58.8 percent of people reported that they were very satisfied with their jobs, 34.5 to 45.1 percent reported that they were moderately satisfied, 3.3 to 6.3 percent reported that they were somewhat dissatisfied, and 1.4 to 2.2 percent reported that they were highly dissatisfied. Figure 1 shows comparative distributions of satisfaction for counselors and employed female respondents to the National Longitudinal Survey (Andrisani,1978).

Insert Figure 1 Here

The proportions of employed persons surveyed in the General Social Surveys, 1972-1987 (Davis & Smith, 1987) who reported high or moderate job satisfaction were similar to those found by Andrisani (1978), but the proportion reporting that they were very dissatisfied was somewhat higher. The wording of the questions used in the Davis and Smith (1987) and Andrisani (1978) studies differed slightly. In the Davis and Smith (1987) study, the third highest level of satisfaction was described as "a little

dissatisfied," rather than "somewhat dissatisfied," as in Andrisani (1978). In the 1967 General Social Survey 43.9 percent of people reported they were very satisfied with their jobs, 38.4 percent reported moderate satisfaction, 13 percent reported a little dissatisfaction, and 4.7 percent reported high levels of dissatisfaction. When data from the General Social Surveys were combined across the 1972 to 1987 surveys, similar levels of satisfaction were found: 48.3 percent of employed persons reported they were very satisfied, 37 percent reported moderate satisfaction, 10.2 percent reported a little dissatisfaction, and 4.5 percent reported a high level of dissatisfaction. Figure 2 shows comparative distributions of satisfaction for counselors and for employed persons, as found in the 1987 General Social Survey. Figure 3 shows comparative distributions of satisfaction for counselors and for employed persons, as found in the 1972 to 1987 General Social surveys.

Insert Figures 2 and 3 Here

Despite minor differences in wording, the results of the nationally representative surveys reported by Andrisani (1978) and Davis and Smith (1987) indicate that levels of job satisfaction have been relatively stable for employed persons, with 43 to 59 percent reporting high levels of satisfaction, 34 to 37 percent reporting moderate levels of satisfaction, 3.3 to 13 percent reporting some dissatisfaction, and 1.4 to 4.7 percent reporting high levels of dissatisfaction. The percentage of counselors who reported that they were very satisfied, 72.5 percent, was much higher than that found in any of the broader surveys of employed persons. Similarly, the percentage of counselors who reported that they were very dissatisfied, 1 percent, was smaller than the comparable percentages found in any of the broader surveys of employed persons. Barbash (1976) concluded, on the basis of a comprehensive review of studies of job

satisfaction in the United States and abroad, that 10 to 21% of employed persons "will always" cite some degree of job dissatisfaction. However, only 5.6 percent of the counselors in this study reported some degree of job dissatisfaction. Counselors appear to experience levels of global job satisfaction that are far higher than those of employed persons generally.

Correlates of Professional Satisfaction among Counselors

Logistic regression procedures were used to model counselors' levels of professional satisfaction, as predicted by various demographic, situational, and experiential variables. For these analyses, counselors who reported that they were "very satisfied" were contrasted with those who reported all lower levels of satisfaction. The large proportions of counselors who reported a very high level of professional satisfaction made this dichotomization both interesting and necessary to avoid large numbers of categories with no observations. Factors which were considered for use in a predictive model were: area of counseling specialty, level of education, graduate college major, ethnicity, gender, and the interactions among these variables. The model which best explained observed variation in levels of professional satisfaction among counselors included area of counseling specialty, graduate degree major, gender, the interaction of specialty and gender, and the interaction of specialty and graduate degree major. This model produced a chi-square goodness-of-fit statistic of 15.65, with 14 degrees of freedom and a fit probability of 0.335. The results of this logistic model were used to compute the expected odds of being "very satisfied"(versus being "less than very satisfied'). Figure 4 presents a histogram of these expected odds for each category of the predictive variables used in the model. Table 1 shows the frequencies and proportions of counselors who reported that they were "very", or "less than very" satisfied, for each combination of practice specialty, graduate degree major and gender.

Examination of expected odds of reporting "very satisfied" (Figure 4), and of proportions of counselors who reported that they were "very satisfied" (Table 1), supports several interesting conclusions. First, significantly higher ($p<.05$) proportions of male counselors who practiced in "Other Specialties" reported that they were "very satisfied" than did female counselors who practiced in "Other Specialties". However, no significant difference was found between male and female "School Counselors" ($p>.05$), or between female counselors in "Other Specialties" and "School Counselors" of both genders ($p>.05$). The proportions of male school counselors, female school counselors, and female counselors in "Other Specialties" who reported that they were "very satisfied" were quite comparable, ranging from 66 to 70 percent. However, the proportion of male counselors working in specialties other than school counseling who reported that they were "very satisfied", 83.1 percent, was far higher than that of all other counselors ($p<.01$). It was noted above that counselors as a whole were more highly satisfied than were employed persons generally. This makes the higher rate of satisfaction reported by male counselors in specialties other than school counseling even more dramatic, when compared to the general public.

Insert Figure 4 and Table 1 Here

Another finding supported by the results shown in Figure 4 and Table 1 concerns the relationship between graduate degree major and level of professional satisfaction among school counselors. When averaged across gender, 71.8 percent of school counselors who majored in counseling or psychology reported that they were "very satisfied", while only 38.9 percent of school counselors who had graduate majors other than counseling or psychology reported that they were "very satisfied." This difference is both statistically significant ($p<.01$) and substantively important. The

proportion of school counselors with college majors other than counseling or psychology who reported that they were "very satisfied" was not only significantly lower than that of other counselors, it was lower than the proportions of employed persons who stated they were "very satisfied", as reported by Andrisani (1978) and Davis and Smith (1987).

Testing Herzberg's Theory

Aspects of the work itself were cited most frequently as major sources of both satisfaction and dissatisfaction by responding counselors, (65.3 and 60.9 percent, respectively). The work itself is considered by Herzberg (1957, 1966, 1968) to be a "motivator," and according to his theory should be cited as contributing almost exclusively to satisfaction, not dissatisfaction. Specific aspects of the work itself which were cited as sources of satisfaction by counselors were "working with people," cited by 27.5 percent; "helping alleviate pain," cited by 13.8 percent; and "promoting growth," cited by 20 percent. Specific aspects of the work itself which were frequently cited as contributing to dissatisfaction included "record-keeping," cited by 35.9 percent; and "dealing with third party reimbursement activities," cited by 2.2 percent. We have purposefully categorized these activities as aspects of the work of counseling itself because records of the counseling relationship are considered by the Ethical Standards of the American Association for Counseling and Development (1981) and the Code of Ethics of the National Board for Certified Counselors (1987) as professional information, and are not considered a part of the records of the institution or agency in which the counselor is employed. Maintenance of records of records necessary to secure third-party reimbursement of fees is, likewise, considered a professional responsibility.

The factor cited second most frequently by counselors as a source of professional satisfaction was achievement. (Achievement is defined here as

achieving success on the job. Factors such as achieving a promotion were considered separately.) This factor was cited as contributing to satisfaction by 52.5 percent of counselors. However, lack of achievement was cited as a source of dissatisfaction by 13.4 percent of counselors. Herzberg also considers achievement to be a motivator; it too should be associated almost exclusively with professional satisfaction, and not associated with professional dissatisfaction. Specific types of achievement cited as sources of satisfaction by counselors included "achieving success in alleviating pain," cited by 14.4 percent; and "achieving success in promoting growth," cited by 29.5 percent.

Verbal recognition, a motivator in Herzberg's scheme, was cited as a source of satisfaction by 6 percent of counselors, while lack of verbal recognition was cited as a source of dissatisfaction by 3.2 percent. No other source of satisfaction was cited by as many as 5 percent of counselors.

As mentioned previously, the most frequently cited source of professional dissatisfaction was aspects of the work itself, cited by 60.9 percent. Lack of status was the second most frequently cited source of dissatisfaction, cited by 18 percent of counselors. Four percent of counselors mentioned status problems associated with lack of professional licensure of counselors as a source of dissatisfaction. As discussed earlier, 13.4 percent of counselors reported lack of achievement as a major source of professional dissatisfaction.

Salary was cited as a source of dissatisfaction by 13.2 percent of counselors, and company policies and administration were cited as sources of dissatisfaction by 10.6 percent. Both of these factors are considered hygiene factors by Herzberg. Fewer than one percent of counselors cited salary as a source of satisfaction, and only 4.6 percent cited company policies and administration as sources of satisfaction, thus the findings related to these two factors are more consistent with Herzberg's theory than are those related to the most frequently cited factors.

Herzberg considers responsibility to be a motivator, associated primarily with job satisfaction. However, no counselors cited responsibility as a source of satisfaction, and 6.2 percent cited it as a source of dissatisfaction. No other sources of dissatisfaction were cited by as many as five percent of counselors.

Many of the factors considered by Herzberg to be hygiene factors, and thus theoretically associated with job dissatisfaction, were very rarely cited by responding counselors. For example, "relationship with supervisor" was never cited as a source of satisfaction by counselors, and was cited as a source of dissatisfaction by only 0.6 percent (see Figure 5).

Insert Figure 5 Here

The statistics reported earlier for all responding counselors were found to be similar when computed only for counselors in community or private practice. This latter group is composed of counselors most likely to control their work setting and other conditions of their work. If Herzberg's theory were applicable to counselors, hygiene factors should be cited less frequently as dissatisfiers by persons who can more readily structure their work setting. This theoretical expectation was not supported by the findings of this study.

Summary

In summary, with the exception of school counselors who had college majors other than counseling or education, counselors reported levels of professional satisfaction that were considerably higher than those reported by the general population of employed persons. Significantly higher proportions of male counselors who work in roles other than school counseling reported being "very satisfied." The

frequencies of factors cited by counselors as sources of professional satisfaction and dissatisfaction were not consistent with those predicted from Herzberg's Motivator-Hygiene Theory. The most frequently cited sources of professional satisfaction for counselors were: aspects of the work itself, achievement, and recognition. The most frequently cited sources of professional dissatisfaction were: aspects of the work itself, status (or lack thereof), achievement (or lack thereof), salary (or lack thereof), and responsibility. Specific aspects of the work itself frequently cited as sources of professional satisfaction were: working with people, helping people, and promoting growth. The specific aspect of the work itself frequently most cited as a source of dissatisfaction was record-keeping. Specific types of achievement frequently cited as sources of professional satisfaction were: achieving success in alleviating pain and achieving success in promoting growth.

Implications

Effective preparation of professional counselors requires that they be realistically informed about the contexts and major tasks their jobs are likely to impose. This investigation provides information from professional practitioners that has implications for the effectiveness of the career counseling provided by the nation's counselor-education programs, and, of greater importance, prescriptive information that can be used to improve such career counseling. By noting the job elements that are most satisfying and least satisfying to practicing counselors, educators can more effectively and realistically prepare their students to engage in essential tasks that are likely to be onerous, forewarn would-be counselors about the job elements they are most likely to find aversive, and describe the aspects of the profession that most contribute to the satisfaction of those who are pleased with their choice of counseling as a career. By noting the combinations of gender, practice specialty, and graduate degree major that maximize the professional satisfaction of practicing counselors,

prospective and current counseling students can better choose among preparation programs and practice specialties.

This study is also of theoretical importance, in that it calls into question the generalizability of a widely employed theory of job satisfaction and dissatisfaction, Herzberg's Motivator-Hygiene Theory, to the multiple roles of practicing counselors. Contrary to Herzberg's theory, (1) mono-polar "motivator" factors of job satisfaction and mono-polar "hygiene" factors of job dissatisfaction were not found, and (2) female counselors who have greatest freedom to structure the context of their work cited hygiene factors as sources of satisfaction and dissatisfaction with frequencies similar to those found for all responding counselors, regardless of work setting.

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Figure 1. Distribution of global professional satisfaction for counselors and for employed female respondents to the National Longitudinal Survey (Andrisani, 1978).

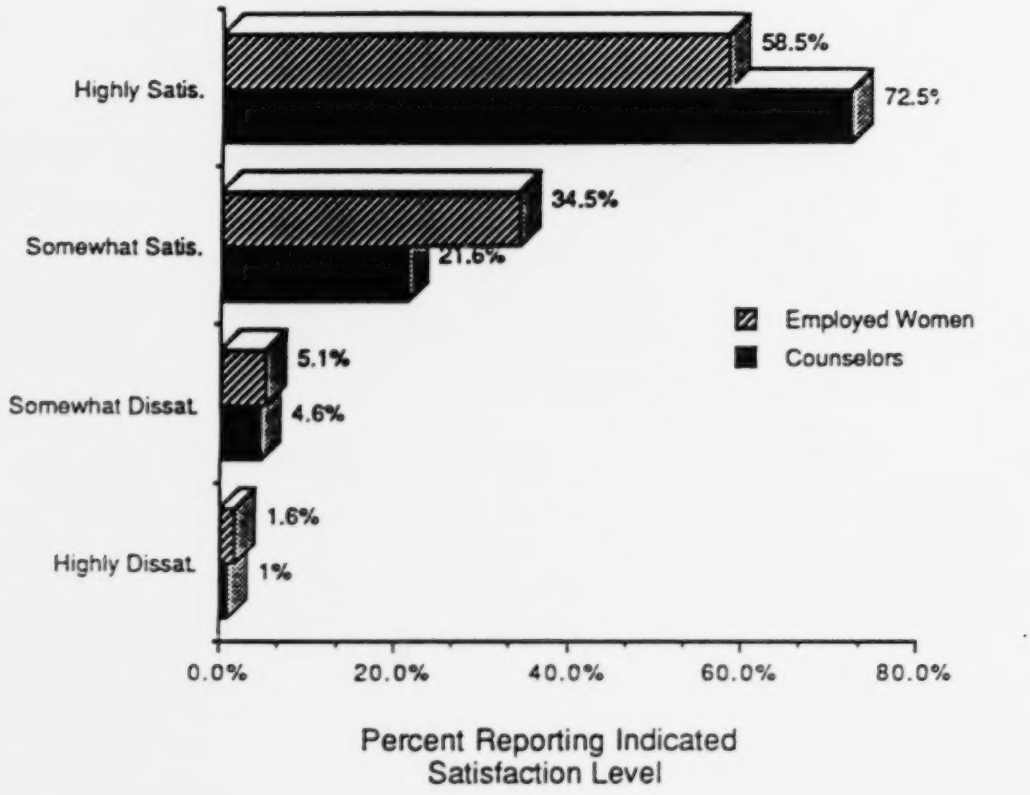

Figure 2. Distribution of global professional satisfaction for counselors and for employed respondents to the 1987 General Social Survey (Davis & Smith, 1987).

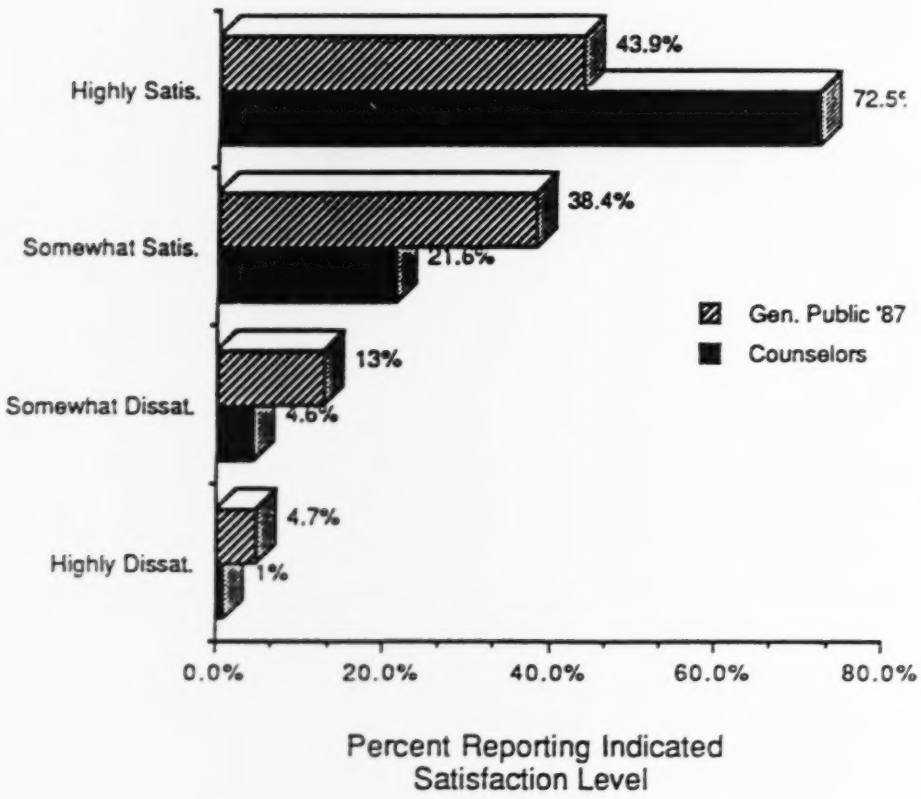

Figure 3. Distribution of global professional satisfaction for counselors and for employed respondents to the 1972-1987 General Social Surveys (Davis & Smith, 1987).

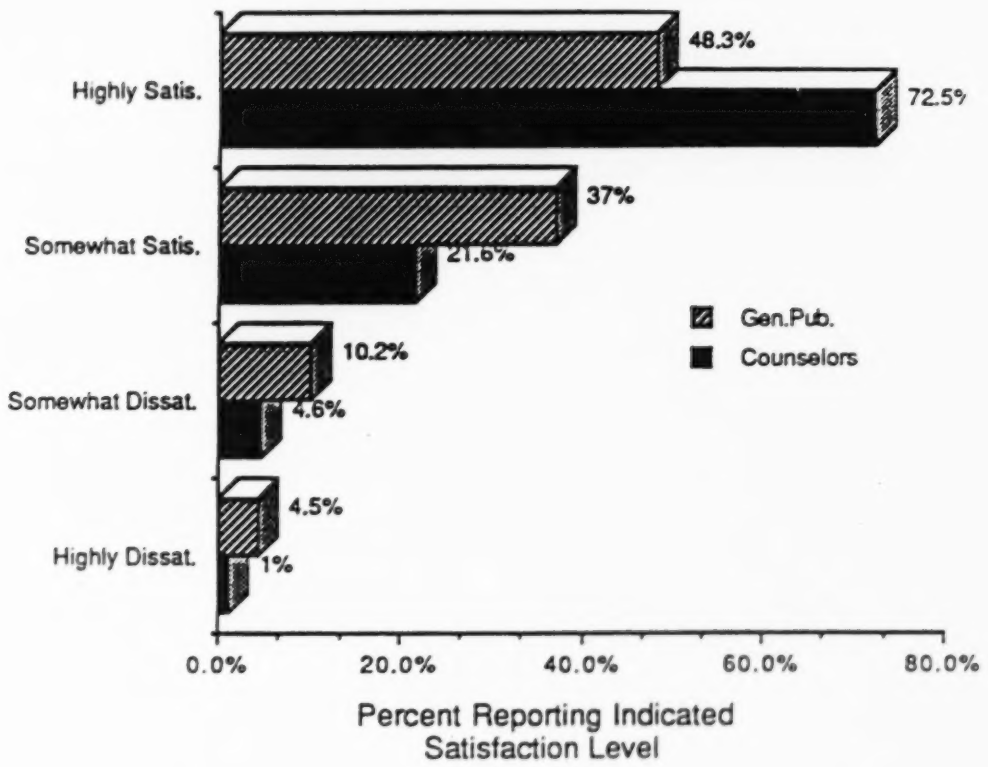

Table 1: Levels of Professional Satisfaction among Categories of Counselors

Practice Specialty		School Counselor						Other Specialty					
Graduate Degree Major		Counseling		Psychology		Other		Counseling		Psychology		Other	
Gender		M	F	M	F	M	F	M	F	M	F	M	F
Very Satisfied	N	22	84	6	5	3	4	44	52	12	22	13	22
	%	66.7	73.0	75.0	71.4	50.0	33.3	81.5	68.4	80.0	75.9	92.9	68.8
Less than Very Satisfied	N	11	31	2	2	3	8	10	24	3	7	1	10
	%	33.3	27.0	25.0	28.6	50.0	66.7	18.5	31.6	20.0	24.1	7.1	31.3
Total N		33	115	8	7	6	12	54	76	15	29	14	32

Figure 4. Expected odds of being "very satisfied" with choice of counseling as a profession, by gender, graduate degree major, and practice specialty.